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ABSTRACT

Described is a process model for outreach projects which are intended to stimulate increased specialized services for preschool handicapped children, their parents, and teachers. The model is described to be a flexible framework designed to faciltate the delivery of effective services by outreach projects to target audiences and agencies and to have the phases of information dissemination, program planning and design, training, and program evaluation. Each step in the process is reviewed, and implications (such as increasing the probability of project success through the specification of objectives and allocation of sufficient resources) for the outreach process model are discussed. (DB)

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AN OUTREACH PROCESS MODEL

by

William W. Swan

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In 1968 the enactment of the Handicapped Children's Early Education Act authorized the establishment and operation of model early education projects. These 150 projects are collectively referred to as the First Chance Network. The responsibility for administering this new program was accepted by the Bureau of Education for the Handicapped, Office of Education. The projects are designed to develop and demonstrate effective approaches in assisting handicapped children during their early years and are structured so that other communities can replicate, or adopt, exemplary components of the projects to meet their own needs in similar projects.

The Bureau of Education for the Handicapped has as its overall goal the equalization of educational opportunity for handicapped children by providing the leadership and resources needed to help the handicapped achieve their fullest potential and participate constructively in society to their maximum abilities. The long-range objective of the Handicapped Children's Early Education Program is to stimulate services to all of the estimated 1,000,000 preschool-aged handicapped children by 1980.

The Technical Assistance Development System (TADS) was established in Chapel Hill, N.C. by BEH to provide a wide array of special support services for the Network of centers. Services most often are offered to First Chance projects in the areas of program planning and evaluation, intervention programs, outreach and replication, and media and information.

TADS is a division of the Frank Porter Graham Child Development Center at The University of North Carolina in Chapel Hill.

This publication is the third volume of TADS's Outreach Series. The first publication in the series, which was entitled Outreach: Replicating Services for Young Handicapped Children, *explored the issues that must be considered when looking for materials to replicate, places to replicate, money for replicating, etc. The second publication,* Outreach: A Special Edition of Cycles, *contained essays by some of the outreach project directors from the First Chance Network who had dealt successfully with the problems involved in reaching out.*

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Abstract

This outreach process model is a flexible framework designed to facilitate the delivery of effective outreach services by outreach projects to target audiences and agencies; it is composed of information dissemination, program planning and design, training, and program evaluation phases. Each step in the process is reviewed, and implications for the outreach process model are briefly discussed.

Introduction

Two types of projects are funded by the U. S. Office of Education, Bureau of Education for the Handicapped (BEH), as integral parts of the Handicapped Children's Early Education Program (HCEEP): demonstration projects and outreach projects. A demonstration project is funded to develop, implement, and demonstrate a program model, composed of both administrative and curriculum-treatment components, as a means of providing high quality services to selected groups of handicapped preschool children, their parents, and teachers. Based on the successful demonstration of a program model in one location, a demonstration project has the opportunity to apply to BEH for outreach project consideration. An outreach project is funded to stimulate increased specialized services for preschool handicapped children, their parents, and teachers, and to develop an effective outreach service model (Ackerman, 1974). This paper focuses on the development of an effective outreach service model.

BEH provides some guidelines for developing effective outreach models. Dr. Ackerman writes: "There is a need to specify objectives, select a viable target [1] with compatible qualities, and allocate sufficient resources so that outreach efforts will succeed. There is a need to focus energy, time, and attention on a specific work scope so that measurable results can be seen from distinct procedures" (Ackerman, 1974, page 2). Considering these guidelines, the experiences of the

[1] A target is a person, agency, or audience potentially interested in providing specialized services to preschool handicapped children, their parents, and teachers.

Rutland Center Outreach Project,[2] and Havelock's (1975) concepts concerning change agents and innovation in education, the outreach process model has been developed based on the following premises:

1. The demonstration project has specified and demonstrated an effective program model with components for handicapped preschool children, their parents, and teachers; both written and audio-visual products describing the particular program model components chosen as a basis for outreach assistance efforts have been developed. (See Karnes and Zehrback, 1975, for one means of identifying such products.)
2. The demonstration project has specified the minimal obligations of professional and paraprofessional staff, physical facilities, support services, and other areas as may be necessary for utilizing selected program model components.
3. The demonstration project has specified the training sessions or modules, for training others in the utilization of the program model components, that have been selected as a basis for outreach assistance efforts.
4. The demonstration project has received "continuation funding" from its sponsoring agency and is to continue as the demonstration

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[2]The Rutland Center National Outreach Project is located in Athens, Georgia. It is supported in part by a grant from the U. S. Office of Education, Bureau of Education for the Handicapped, under the Handicapped Children's Early Education Assistance Act, P.L. 91-230, Part C (formerly P.L. 90-538).

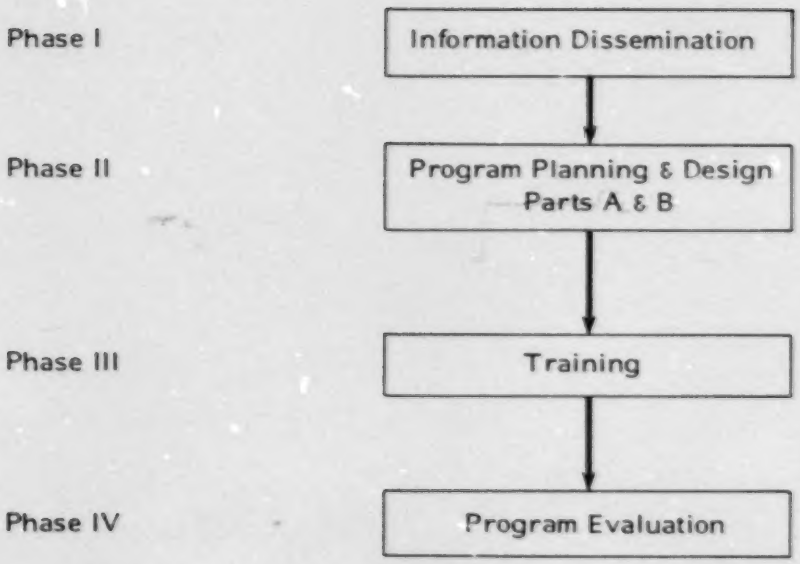
site for the outreach assistance effort; and the outreach project has received funding.

5. The outreach project has selected personnel having particular skills and knowledge about the program model and the appropriate interpersonal skills necessary to conduct the outreach effort (see Gunn, 1975).
6. The primary outreach assistance effort is to be training others to utilize minimal program model components.
7. Effective outreach models are both sufficiently specific to determine a framework for planning, providing, and evaluating outreach assistance services, and also sufficiently flexible to allow for adjusting to the appropriate motivation and needs of each target for such services.
8. Program evaluation is an integral part of the model, and each part of the model has specific outputs for evaluating the effectiveness of each effort both formatively and summatively.
9. Effective outreach services are independent of the specific program model chosen.

The outreach process model is composed of four major phases: information dissemination, program planning and design (Parts A and B), training, and program evaluation. Figure 1 on page 10 provides an overview of these phases.

Figure 1

Outreach Process Model Overview



Review of the Outreach Process Model

Phase I:	*Information Dissemination*
Phase II:	*Program Planning and Design*
Phase III:	*Training*
Phase IV:	*Program Evaluation*

Phase I: Information Dissemination

This phase is composed of Steps 1 through 6 (see Figure 2, page 16) and is designed to identify targets showing evidence of continued interest in the selected program model. The first step is the outreach project's implementation of procedures to determine which targets might be interested in and should receive information about the program model for handicapped preschool children. One approach to consider in making this selection is the specification of target audiences currently receiving some information about the program model; another is the application of selected market analysis procedures to identify other audiences which might be appropriate along particular dimensions, i.e. audience's location (local, regional, state, and/or national), audience's funding source (public and/or private; local, state, and/or federal), and the audience's advocacy role (mandated school services or a special interest group).[3] While it is very important to consider all potential target audiences at this initial step, it might be helpful to indicate some priority among these targets as to which one(s) the outreach project will concentrate upon at which time(s). For example, it might be unwise to select national audiences until all local, regional, and state audiences have been exhausted.

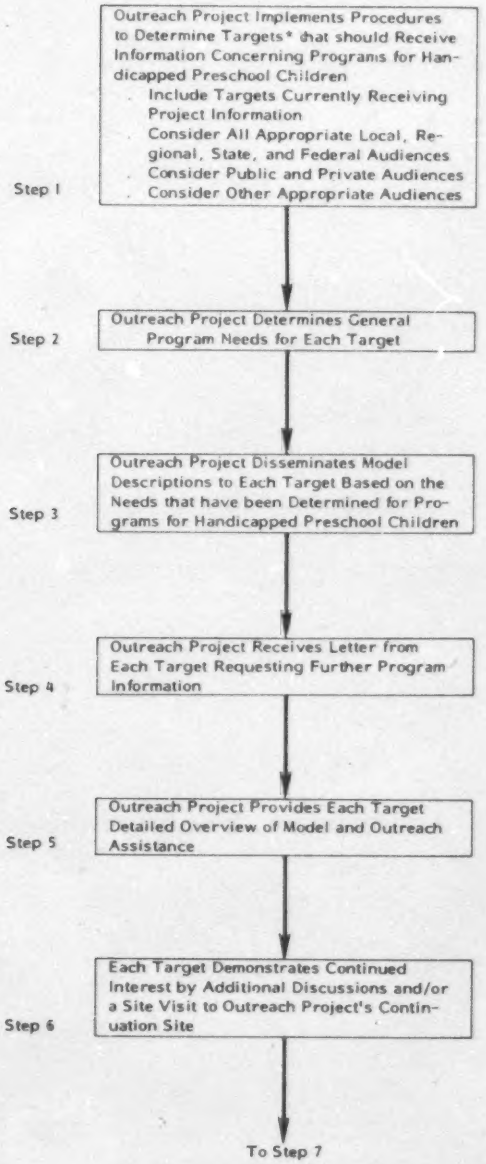
After the targets which might be interested in the program model have been identified, it is necessary to determine which targets need (or want) which sets of information. Step 2 is critical to the success of the outreach venture because

[3]Stedman (1975) provides information on the selection of targets based on the type of target audience: user, conveyor, supporter, or competing targets.

Figure 2

THE OUTREACH PROCESS MODEL

PHASE I: INFORMATION DISSEMINATION


Step 1
Outreach Project Implements Procedures to Determine Targets* that should Receive Information Concerning Programs for Handicapped Preschool Children
. Include Targets Currently Receiving Project Information
. Consider All Appropriate Local, Regional, State, and Federal Audiences
. Consider Public and Private Audiences
. Consider Other Appropriate Audiences
Step 2
Outreach Project Determines General Program Needs for Each Target
Step 3
Outreach Project Disseminates Model Descriptions to Each Target Based on the Needs that have been Determined for Programs for Handicapped Preschool Children
Step 4
Outreach Project Receives Letter from Each Target Requesting Further Program Information
Step 5
Outreach Project Provides Each Target Detailed Overview of Model and Outreach Assistance
Step 6
Each Target Demonstrates Continued Interest by Additional Discussions and/or a Site Visit to Outreach Project's Continuation Site
To Step 7

*Targets - Target Audiences and Target Agencies

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specific targets need specific information presented in specific modes to facilitate decision-making. For instance, a local director of special education may want curriculum information, while a school board member or superintendent may need cost-benefit data. It is the responsibility of the outreach project to communicate accurately and effectively the information to each target; should a misunderstanding occur, the outreach project should initiate efforts to clarify such information appropriately. A'so, the order of presentation of information to each target must be determined to obtain the maximum results from that target.[4] A variety of general and specific sets of information, including general program descriptions, theoretical bases for the model, administrative delivery systems, cost benefit data, and specific treatment data are all part of the general store of information which should be available about a program model.

The outreach project disseminates the appropriate information to the appropriate target (Step 3). Various means of delivering such information include personal communications (letters and phone calls), mass mailings, personal appearances, audio-visual materials, and selected combinations of these means. Such information dissemination efforts might be completed by the outreach project, its advisory board members, or other selected advocates.

Subsequent to receiving this information, each target must decide either to continue or discontinue its investigation of the particular model the outreach project has to market. This is a critical decision point, for if the target is important

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[4]Karnes and Zehrback, 1975, provide additional information on products and target audiences.

to the successful stimulation of additional services in a variety of locations, it may be worthwhile to obtain a second opportunity to provide additional information. However, such additional effort can often be either greatly reduced or avoided by careful planning in Steps 1-3.

If successful with the target, the outreach project will receive either a phone call or a letter from the target requesting further information (Step 4). It is always advisable to obtain a written request for information so that written documentation on the outreach project's efforts will exist.

The outreach project then sends the interested target a detailed overview of the program model (all components) and the information that outreach assistance might be available to assist those implementing selected components of the program model (Step 5). Providing the option for outreach assistance often stimulates targets who are only slightly interested into being very interested in utilizing selected components of the program model. By utilizing outreach assistance, a target can commit resources for providing services to preschool handicapped children, their parents, and teachers, rather than committing such resources to consultative assistance.

The target will indicate interest, if it is maintained, by phone, letter, site visit, or some combination thereof (Step 6). It is almost mandatory for an interested target to visit the demonstration site as this provides the target with two sets of information. First, the target can see that the program model is successful with handicapped preschool children, their parents, and teachers. Second, the target can determine whether it would like to work with the outreach project.

This continued interest is the last step in the information dissemination phase and provides the springboard for initiating program planning and design activities. While additional information will probably continue to be provided, it is important to note that the emphasis on such activities has been transferred to planning efforts involving the implementation of a program model for providing services to handicapped preschool children, their parents, and teachers.

Phase II: Program Planning and Design

This phase is composed of two parts: Program Planning and Design for the Target (Steps 7 through 7g, Figure 3, page 20) and Program Planning and Design for the Outreach Project (Steps 8 through 12, Figure 4, page 26). The outreach project now needs to document each target's interest, explore the feasibility of each target's utilization of the program model, and document the target's interest in receiving outreach assistance services for such efforts (Step 7). This very detailed program planning phase provides input not only from those targets interested in utilizing the program model, but also from the outreach project in terms that will help in defining the parameters of its outreach assistance for a given period.

Phase IIA: Program Planning and Design for the Target

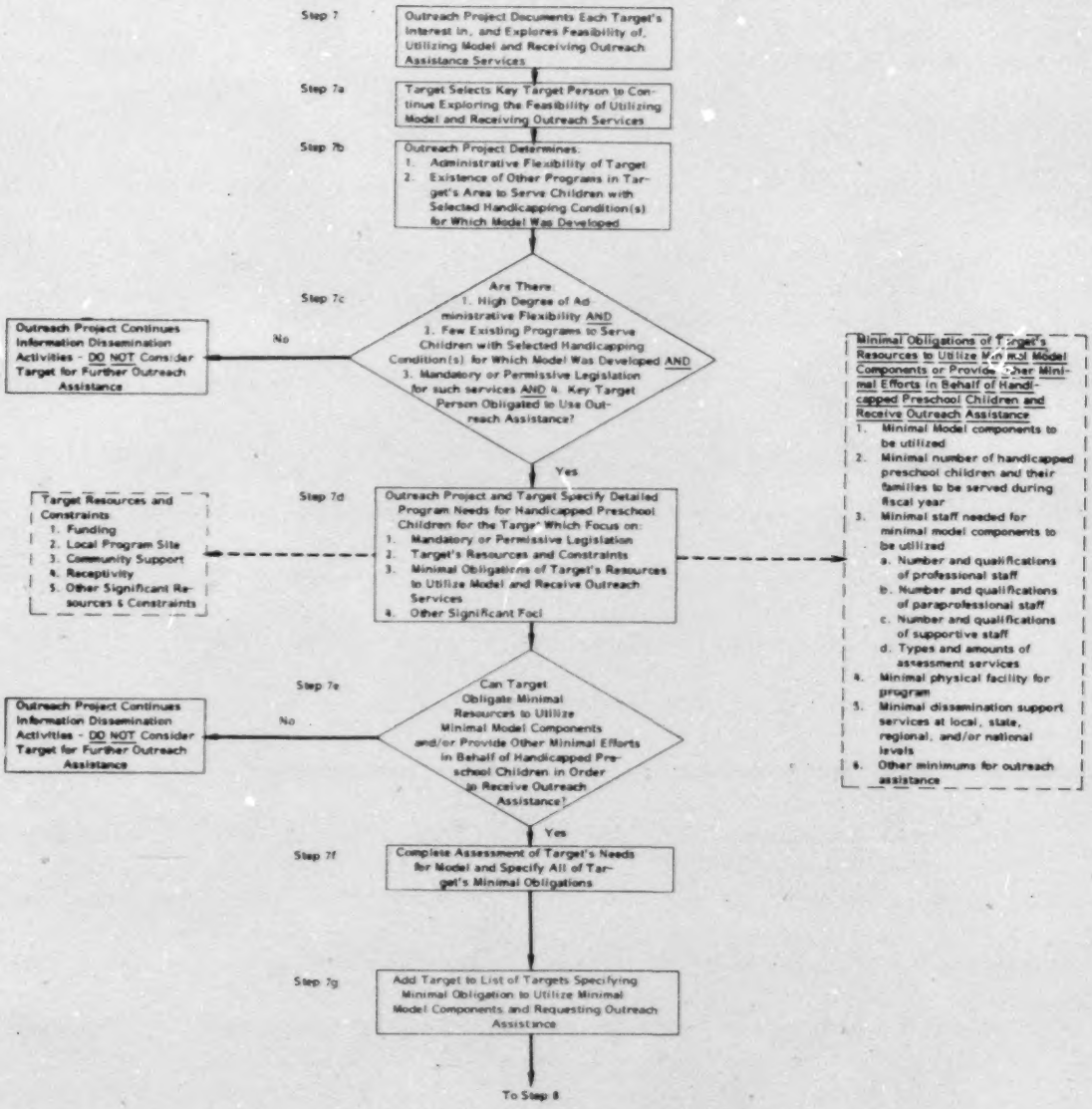
This phase is initiated with each interested target (Figure 3). At this time in the process, the target selects a key person to continue exploring the feasibility of utilizing the program model with outreach assistance (Step 7a).[5] The key person may be formally or informally designated. However, a letter from the target to the

[5]Havelock (1975) suggests a means of determining which key persons' influence might be considered in such a selection.

Figure 1

OUTREACH PROCESS MODEL

PHASE IIA - PROGRAM PLANNING AND DESIGN FOR TARGETS


Step 7
Outreach Project Documents Each Target's Interest in, and Explores Feasibility of, Utilizing Model and Receiving Outreach Assistance Services
Step 7a
Target Selects Key Target Person to Continue Exploring the Feasibility of Utilizing Model and Receiving Outreach Services
Step 7b
Outreach Project Determines:
1. Administrative Flexibility of Target
2. Existence of Other Programs in Target's Area to Serve Children with Selected Handicapping Condition(s) for Which Model Was Developed
Step 7c
Are There:
1. High Degree of Administrative Flexibility AND
2. Few Existing Programs to Serve Children with Selected Handicapping Condition(s) for Which Model Was Developed AND
3. Mandatory or Permissive Legislation for such services AND 4. Key Target Person Obligated to Use Outreach Assistance?
No
Outreach Project Continues Information Dissemination Activities - DO NOT Consider Target for Further Outreach Assistance
Yes
Step 7d
Target Resources and Constraints
1. Funding
2. Local Program Site
3. Community Support
4. Receptivity
5. Other Significant Resources & Constraints
Outreach Project and Target Specify Detailed Program Needs for Handicapped Preschool Children for the Target Which Focus on:
1. Mandatory or Permissive Legislation
2. Target's Resources and Constraints
3. Minimal Obligations of Target's Resources to Utilize Model and Receive Outreach Services
4. Other Significant Foci
Minimal Obligations of Target's Resources to Utilize Minimal Model Components or Provide Other Minimal Efforts in Behalf of Handicapped Preschool Children and Receive Outreach Assistance
1. Minimal Model components to be utilized
2. Minimal number of handicapped preschool children and their families to be served during fiscal year
3. Minimal staff needed for minimal model components to be utilized
a. Number and qualifications of professional staff
b. Number and qualifications of paraprofessional staff
c. Number and qualifications of supportive staff
d. Types and amounts of assessment services
4. Minimal physical facility for program
5. Minimal dissemination support services at local, state, regional, and/or national levels
6. Other minimums for outreach assistance
Step 7e
Can Target Obligate Minimal Resources to Utilize Minimal Model Components and/or Provide Other Minimal Efforts in Behalf of Handicapped Preschool Children in Order to Receive Outreach Assistance?
No
Outreach Project Continues Information Dissemination Activities - DO NOT Consider Target for Further Outreach Assistance
Yes
Step 7f
Complete Assessment of Target's Needs for Model and Specify All of Target's Minimal Obligations
Step 7g
Add Target to List of Targets Specifying Minimal Obligation to Utilize Minimal Model Components and Requesting Outreach Assistance
To Step 8

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outreach project indicating the key target person is one of the best ways to document this decision. This key target person should be the advocate for the stimulation of services to handicapped preschool children, their parents, and teachers.

After the key target person has been selected, the outreach project must first assess the flexibility of the target and second, determine the existence of other programs which might be serving preschool children with the selected handicapping conditions for which the program model was developed (Step 7b). First, program development requires support from the administrative unit. During initial implementation efforts, for instance, services are not always provided in maximal quantities, and administrative support in modifying the agency's expectation can be invaluable to the target. Flexibility in scheduling training sessions and providing site visits as necessary are also important. Administrative flexibility also includes the budget; regardless of the planning utilized in the budget procedure, program development and implementation often provide situations in which budgets need to be amended in such areas as personnel and transportation. Second, the existence of other programs with which a target might be in competition must be determined. (Also see Havelock, 1975, and Stedman, 1975.) While competition and comparative research between programs is certainly laudable, it is necessary to realize that most funding agents have limited resources to support any types of services for handicapped preschool children. If other programs are in existence, their functions should be identified in detail to determine any competition which might result. These determinations will also sensitize the key target person to the detailed information needed when assessing the possibilities of implementing the program model.

Step 7c is another critical decision point for the outreach project. While interested targets might have dropped out of this process at some previous time because of their decision to discontinue, the outreach project must decide at this point whether an interested target has the potential to provide a reasonable payoff,[6] in services for preschool handicapped children, to warrant outreach assistance efforts. In Step 7c, four questions are asked:

1. Is there a high degree of administrative flexibility?
2. Are there few existing programs to serve preschool children with the selected handicapping condition(s) for which the program model was developed?
3. Is there mandatory or permissive legislation for such services?
4. Is the key target person obligated to use the program model and outreach assistance?

If the answer is "Yes" to all of these questions, the outreach project should proceed with the target to Step 7d. Unless the answer to each of these questions is "Yes" for each target, the outreach project might continue to provide the target additional information as requested but should not consider the target for further outreach assistance.

There is always a situation in which the outreach project must re-evaluate its position in reference to the possible payoff for a particular target. For instance, it might be necessary to provide outreach assistance in helping others initiate efforts for mandatory legislation in the target's state. Certainly this is a reasonable

[6]Payoff is the amount of services stimulated for preschool handicapped children, their parents, and teachers relative to the amount of outreach assistance necessary to effect such stimulation of services.

outreach pursuit and might have a high payoff in the long run. However, the outreach project must consider the possibilities for success in such an endeavor in terms of stimulating increased specialized services to handicapped preschool children.

The answers to the four questions in Step 7c being "Yes," the outreach project and the target specify the target group's needs for handicapped preschool children, focusing on the following considerations (Step 7d):

1. Mandatory or Permissive Legislation
2. Target's Resources and Constraints
3. Minimal Obligations of Target's Resources to Utilize Model and Receive Outreach Services
4. Other Significant Foci

Concerning the first consideration, the parameters of the mandatory or permissive legislation must be specified. For either type of legislation, one should be aware of age limits (youngest age to be served) and any priorities contained in the legislation. Second, the target's resources and constraints must be considered, including funding alternatives, the location of a local program site, the community support at the local program site (demonstrated by the interest and support of private and public education and social service agencies, organizations advocating services for its handicapped preschoolers, and other similar groups), receptivity on the part of the local teachers, other staff and parents, and other significant resources and constraints which might be specified. Third, the minimal obligations of the target's resources to utilize a model and receive outreach services for so doing must be specified. The

minimal obligations include:

1. Minimal model components to be utilized
2. Minimal number of handicapped preschool children and their families to be served during a fiscal year
3. Minimal staff needed for minimal components to be utilized
   a. Number and qualifications of professional staff
   b. Number and qualifications of paraprofessional staff
   c. Number and qualifications of supportive staff
   d. Types and amounts of assessment services
4. Minimal physical facility for program
5. Minimal dissemination support services at local, state, regional, and/or national levels
6. Other minimums for outreach assistance

The target may have other needs which should be specified in order to effect the utilization of a particular program model.

Step 7e provides another decision point for the outreach project. The outreach project must once again ask a critical question: can the target obligate minimal resources to utilize minimal model components and/or provide the minimum amount of services for handicapped preschool children, necessary to receive outreach assistance? If the answer to this question is "No," then the outreach project should continue information dissemination activities but should not consider the target for further outreach assistance services.

If the answer to the question in Step 7e is "Yes," the outreach project and the target should complete the detailed assessment of the target's needs for utilizing

the program model and specify all of the target's minimal efforts and resources (Step 7f). The target should then be added to the list of targets committing minimal resources to utilize the minimal program model component(s) and requesting outreach assistance (Step 7g).

Steps 7a through 7g are program planning and design steps primarily for the targets. Steps 8 through 12 are program planning and design efforts for the outreach project which are based on the results of program planning with the potential targets.

Phase IIB: Program Planning and Design for the Outreach Project

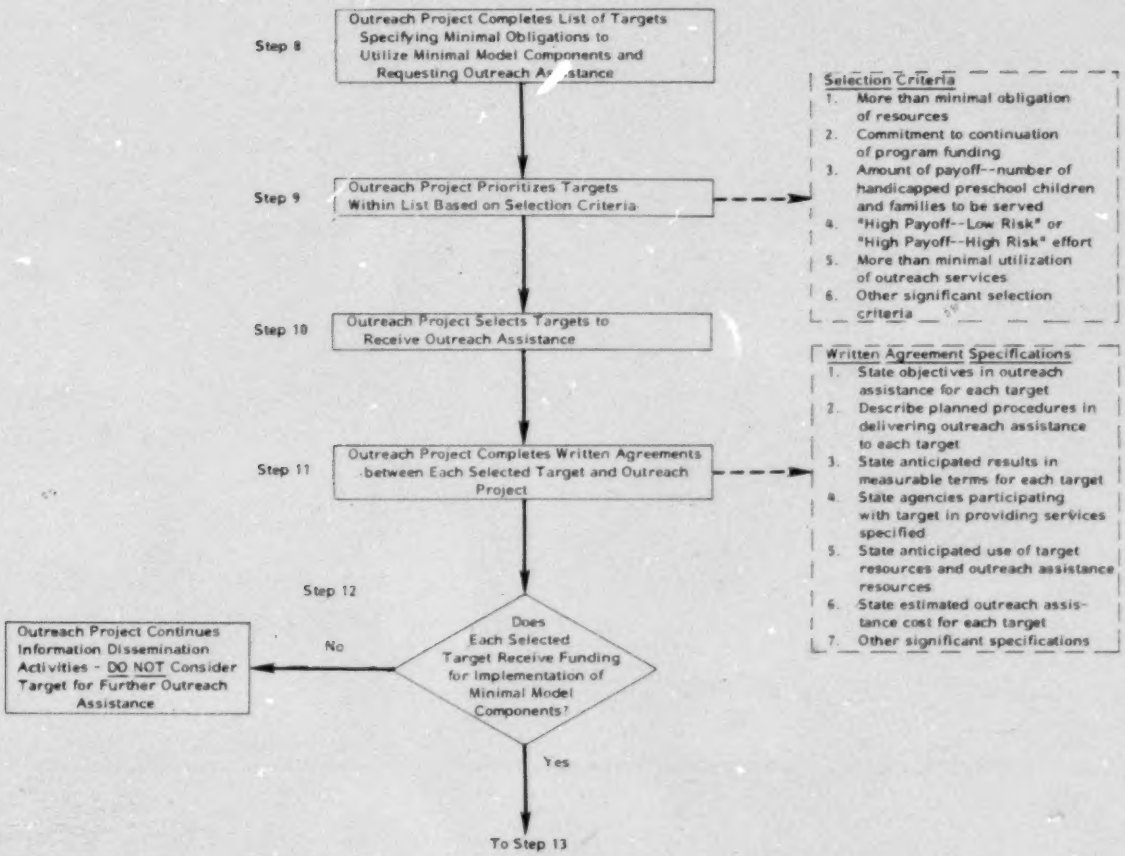
Step 8 gives the outreach project an opportunity to complete its list of targets that will provide a minimal commitment to utilizing the minimal model components and requesting outreach assistance (Figure 4).

An outreach project may in fact have identified so many targets in Step 1 (Information Dissemination) and assisted so many targets in the target program planning and design phase, that it may be in a position to choose targets that have the highest payoff for the assistance which can be provided. Ideally, the outreach project is in a position to document this situation when writing its outreach proposal; but as is often the case, projections may not be completely accurate, and therefore a selection process should be planned. The targets should be aware of this selection process during the program planning and design phase. This awareness often encourages the target to put forward its best possible commitment in order to receive outreach assistance for implementing the program model. A particular deadline for consideration of new target programs is very effective when used essentially as a cutoff date for outreach project planning.

Figure 4

OUTREACH PROCESS MODEL

PHASE IIB--PROGRAM PLANNING AND DESIGN FOR OUTREACH PROJECT


Step 8
Outreach Project Completes List of Targets Specifying Minimal Obligations to Utilize Minimal Model Components and Requesting Outreach Assistance
Step 9
Outreach Project Prioritizes Targets Within List Based on Selection Criteria
Selection Criteria
1. More than minimal obligation of resources
2. Commitment to continuation of program funding
3. Amount of payoff--number of handicapped preschool children and families to be served
4. "High Payoff--Low Risk" or "High Payoff--High Risk" effort
5. More than minimal utilization of outreach services
6. Other significant selection criteria
Step 10
Outreach Project Selects Targets to Receive Outreach Assistance
Step 11
Outreach Project Completes Written Agreements between Each Selected Target and Outreach Project
Written Agreement Specifications
1. State objectives in outreach assistance for each target
2. Describe planned procedures in delivering outreach assistance to each target
3. State anticipated results in measurable terms for each target
4. State agencies participating with target in providing services specified
5. State anticipated use of target resources and outreach assistance resources
6. State estimated outreach assistance cost for each target
7. Other significant specifications
Step 12
Does Each Selected Target Receive Funding for Implementation of Minimal Model Components?
No
Outreach Project Continues Information Dissemination Activities - DO NOT Consider Target for Further Outreach Assistance
Yes
To Step 13

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Step 9 provides the outreach project with the opportunity to prioritize the targets within the target list based upon specified selection criteria which should include:

1. More than minimal obligation of resources
2. Commitment to continuation of program funding for more than a one year period
3. Amount of payoff--number of handicapped preschool children and their families to be served
4. "High-payoff, Low-risk" or "High-payoff, High-risk" effort
5. More than minimal utilization of outreach services
6. Other significant selection criteria

While selection criteria 1, 2, 3, 5, and 6 are self explanatory, criterion 4 deserves explanation. A high-payoff, low-risk effort is one in which the outreach project can achieve a delivery of quality services to a high number of preschool children, their families, and teachers with some confidence in such results prior to the initiation of services; a high-payoff, high-risk effort is a situation in which the outreach project anticipates such results but in which there are many risks which must be taken. Providing outreach assistance to a school system known for selecting successful programs and program models and known to maintain and continue such programs and models is an example of a high-payoff, low-risk effort. Providing outreach assistance to a private agency which will utilize a program model, which is the only program in a state for preschool handicapped children, but which has a strong group of advocates for stimulating services to preschool handicapped children as an advisory board is an example of a high-payoff, high-risk effort.

In Step 10, the outreach project selects the targets to receive outreach assistance and notifies them of their selection.

In Step 11 written agreements are completed between each selected target and the outreach project. This written agreement includes:

1. Statement of objectives in outreach assistance
2. Descriptions of planned procedures for delivering outreach assistance
3. Statement of anticipated results in measurable terms
4. Statement of agencies participating with the target in providing specified services
5. Statement of anticipated use of target resources and outreach assistance resources
6. Statement of estimated outreach cost for each target
7. Other significant specifications

Such an agreement can be a statement of intent in written form which encourages the completion of certain terms. Should either party abrogate the written agreement, the assistance relationship between the outreach project and the target can be terminated.

While the written agreement is signed by both parties, one significant event must occur prior to the initiation of any further outreach assistance: the target must receive funding for its program (Step 12). Should the target not receive funding for such implementation, the outreach project might continue information dissemination activities but should not consider the target for further outreach

assistance. This may be a situation in which an outreach project wishes to consider the possibility of assisting the target in attempting to obtain funding from an alternative source (see Moss, 1975), or the outreach project may simply move the target to the lowest priority space available for outreach services and initiate outreach services when such funding is obtained. Again, the outreach project is obligated to be aware of its commitments to its BEH-HCEEP outreach project grant and to the possibility of additional interested targets.

The written agreement should be completed in time to allow the outreach project to plan its efforts but not so late that a target cannot consider alternative funding sources and initiate efforts in the direction(s) of such a funding source(s).

Step 12 completes the program planning and design phase for both the targets and the outreach project. The outreach process model emphasizes the amount of time and effort required in information dissemination and program planning and design in order (1) to help the outreach project develop specific outreach objectives which will aid in selecting viable targets with compatible qualities, and (2) to allow the outreach project to allocate sufficient resources to each target to assure successful stimulation of specialized services to preschool handicapped children. Thus, when the outreach project completes the agreements and the target receives funding, both are well aware of their intentions and objectives; and the training and program evaluation phases of outreach assistance may be smoothly implemented by the outreach project with each target according to the remaining phases of the outreach process model.

Phase III: Training

Steps 13 through 22 comprise the training phase of the outreach process model (Figure 5). While a great deal of outreach project effort is expended in information dissemination and program planning and design, the effort in the training phase is probably the most involved of the entire outreach process. By this time, the target has received funding to initiate services to handicapped preschool children, their parents, and teachers.

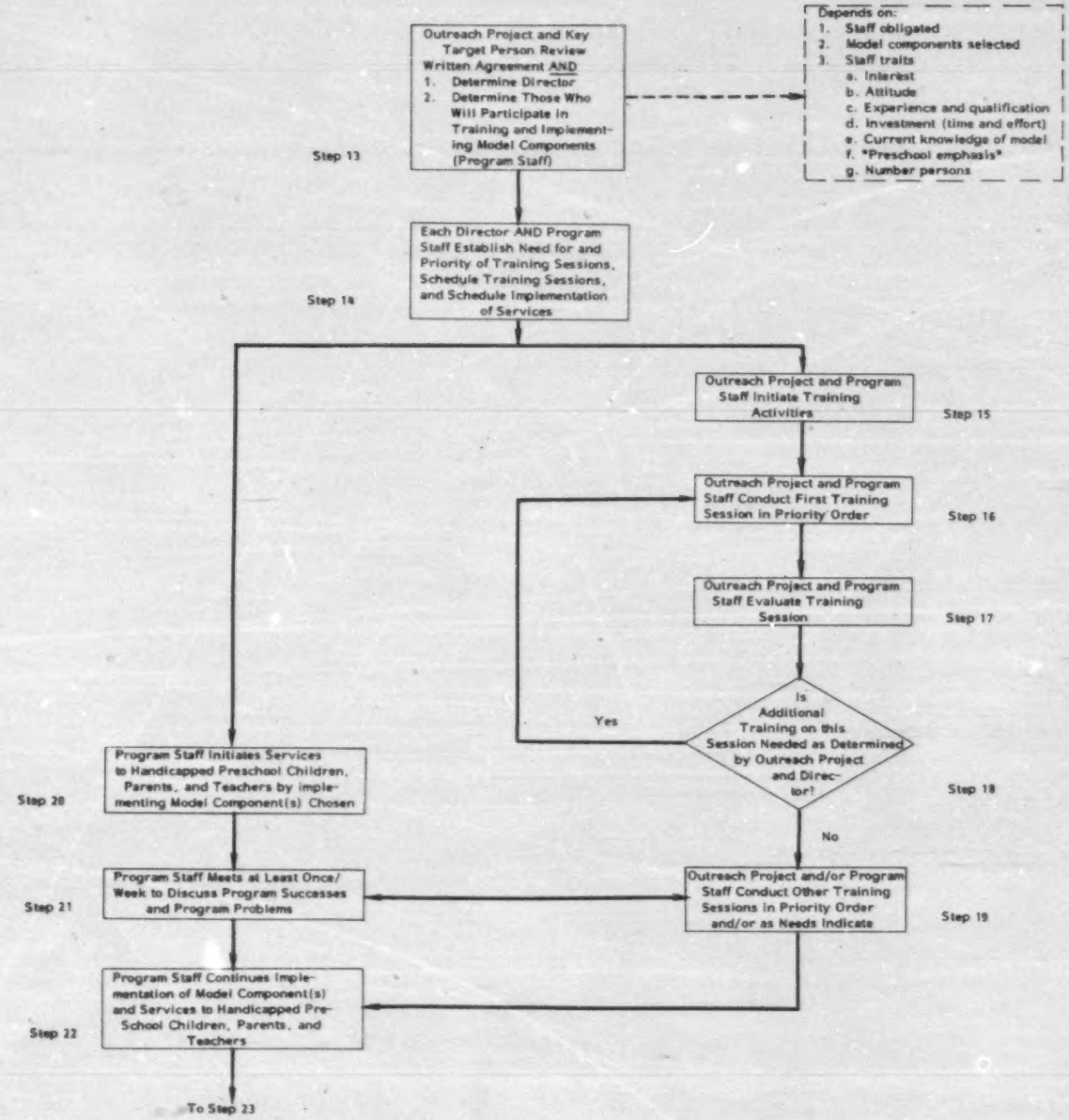
In Step 13, the outreach project and the key target person review the written agreement and determine both who is to be director of the program and who is to participate in training and in the implementation activities for the program model components (the program staff). This procedure should result in specification for each of the following variables:

1. Staff obligated
2. Program model components selected
3. Staff traits
    a. Interest
    b. Attitude
    c. Experience and qualification
    d. Investment (time and effort)
    e. Current knowledge of the model
    f. "Preschool emphasis"
    g. Number of persons

Figure 5

OUTREACH PROCESS MODEL

PHASE III: TRAINING


Outreach Project and Key Target Person Review Written Agreement AND
1. Determine Director
2. Determine Those Who Will Participate in Training and Implementing Model Components (Program Staff)
Step 13
Depends on:
1. Staff obligated
2. Model components selected
3. Staff traits
a. Interest
b. Attitude
c. Experience and qualification
d. Investment (time and effort)
e. Current knowledge of model
f. "Preschool emphasis"
g. Number persons
Each Director AND Program Staff Establish Need for and Priority of Training Sessions, Schedule Training Sessions, and Schedule Implementation of Services
Step 14
Outreach Project and Program Staff Initiate Training Activities
Step 15
Outreach Project and Program Staff Conduct First Training Session in Priority Order
Step 16
Outreach Project and Program Staff Evaluate Training Session
Step 17
Is Additional Training on this Session Needed as Determined by Outreach Project and Director?
Step 18
Yes
No
Outreach Project and/or Program Staff Conduct Other Training Sessions in Priority Order and/or as Needs Indicate
Step 19
Program Staff Initiates Services to Handicapped Preschool Children, Parents, and Teachers by implementing Model Component(s) Chosen
Step 20
Program Staff Meets at Least Once/Week to Discuss Program Successes and Program Problems
Step 21
Program Staff Continues Implementation of Model Component(s) and Services to Handicapped Pre-School Children, Parents, and Teachers
Step 22
To Step 23

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While it is often difficult to measure these variables objectively, it is important for the outreach project to consider them and assist the program staff in determining any items to be added to those variables specified in the written agreement. This step might be termed a "checkpoint" in the training phase, the last step before implementation.

At Step 14, the director and the program staff establish the need and priority for particular training sessions; schedule such training sessions with the outreach project; and schedule implementation of the services to handicapped preschool children, their parents, and teachers. Flexibility is critical in meeting the needs of program developers as well as in serving handicapped preschool children and their parents and teachers. The scheduling should be arranged with some consideration of the target staff's need for a minimal amount of training before implementing services for preschool handicapped children. The amount and type of training may vary significantly with different programs as well as with different staff qualifications and experiences.

Steps 16, 17, and 18 form a "loop" of training activities. Depending upon the amount of training needed for a specified target, this loop may be extremely detailed and composed of many training sessions or modules. In Steps 15 and 16 the outreach project and the director and program staff initiate training activities and conduct the first training session in the order of priority established in Step 14. It is very helpful to have an array of modules, materials, or training sequences to implement during this loop. Step 17 provides the outreach project and the director and the program staff an opportunity to evaluate the first training session;

Step 18 provides the opportunity to ask the question, "Is additional training on the session or module needed as determined by the outreach project and the director based on the results of Step 17?" It should be remembered that the director is responsible for the program in toto and that final decisions will ultimately be his responsibility. If additional training on the session or module is necessary, the program staff would return to Step 16 and retrain in that particular session, by completing the training loop, until adequate knowledge and skills are demonstrated.

If in Step 18 the staff demonstrated that they have the knowledge and skills necessary to complete the initial training session or module, the other training sessions necessary for minimal implementation of the program model are conducted in priority order (Step 19) in a similar "loop" procedure. This training may be lengthy depending upon the program model component(s) utilized. When the minimal knowledge and skills for implementation of the program model components are obtained and demonstrated, the program staff initiates services to handicapped preschool children, their parents, and teachers, by implementing the program model component(s) chosen (Step 20).

Subsequent to the initial training and the implementation of services, the program staff meets at least once per week to discuss program successes and program problems (Step 21); and the staff continues implementation of program model component(s) and services to handicapped preschool children, their parents, and teachers (Step 22). Additional training should continue to be provided by the outreach project as determined in Steps 19, 21, and 22, and should be conducted

by the outreach project and/or the director as scheduled or as needed. The training loop would be implemented until the training results indicate that the staff has reached a desired competency level based on determined needs. Training should be a continuing activity. While additional training is being provided, the program staff continues implementation of the program model.

This completes Phase III of the outreach process model. While Phases I and II generally are not continued for more than part of one fiscal year to a selected target program, Phase III may be continued over an entire fiscal year (or perhaps longer in special instances) to achieve staff competency in the utilization of the program model as indicated by the written agreement. Additionally, such needed training as indicated in parts of Phase III would be continued by the director after the outreach project withdraws from the successful program.

Phase IV: Program Evaluation

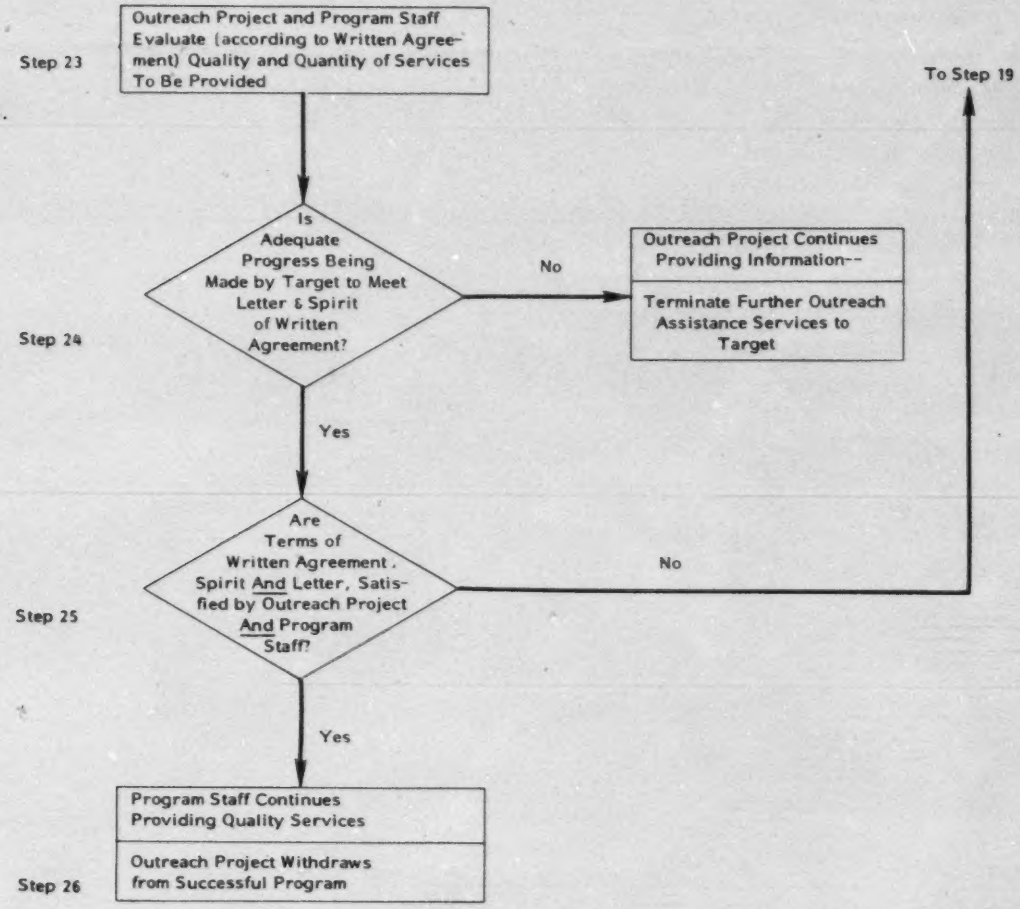
Program evaluation is an integral part of this entire outreach process model since specific information must be documented at each step to assist in making future decisions about outreach services (formative evaluation). Evaluation is a significant element of the outreach process model as the outreach project should know what its objectives are at any specified time with each specified target in order to make accurate project decisions.

Formal summative program evaluation of the implementation of a model by a target is composed of Steps 23 through 26 (Figure 6). Step 23 provides the outreach project, the director, and the program staff an opportunity to evaluate the services provided according to the written agreement. It allows for evaluation of

Figure 6

OUTREACH PROCESS MODEL

PHASE IV: PROGRAM EVALUATION


Step 23
Outreach Project and Program Staff Evaluate (according to Written Agreement) Quality and Quantity of Services To Be Provided
To Step 19
Step 24
Is Adequate Progress Being Made by Target to Meet Letter & Spirit of Written Agreement?
No
Outreach Project Continues Providing Information--
Terminate Further Outreach Assistance Services to Target
Yes
Step 25
Are Terms of Written Agreement, Spirit And Letter, Satisfied by Outreach Project And Program Staff?
No
Yes
Step 26
Program Staff Continues Providing Quality Services
Outreach Project Withdraws from Successful Program

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the outreach assistance by the director and the program staff and allows for evaluation of the implementation of the program model by the outreach project. Because BEH-HCEEP outreach projects are committed to stimulating quality services to handicapped preschool children, their parents, and their teachers, such evaluation is critical. Thus, the outreach project must provide some judgment on the quality of the implementation according to the written agreement. Often it is useful to utilize a site visit team composed of an external site visitor and an outreach project staff member to perform this evaluation. The external site visitor might be an Outreach Project Advisory Board member who is familiar with the program model and may even have utilized the model himself. This provides an opportunity to have some measure of external evaluation along with the outreach project evaluation. There are two questions to be answered by this visit (which generally comes near the end of the project year, although when warranted should come earlier). First, is adequate progress being made by the target in meeting the letter and spirit of the written agreement (Step 24)? If a program has not implemented any model components and/or has not served any children or parents within the first six months of the program, generally further outreach assistance should be terminated. In other words, when a target does not adequately participate, a "no-payoff situation" is created for the outreach project, and resources should no longer be devoted to that target. If the answer to the first question is "Yes," the second question is asked: are the terms of the written agreement, both the spirit and the letter, satisfied by the outreach project and the program staff (Step 25)? If progress has been made, but the terms of the written agreement are not yet satisfied, additional training and other assistance services should be provided to the program. However, if the terms

of the agreement are satisfied and if the program staff is sufficiently trained to continue the program with its own services, the outreach project should withdraw from the program and utilize its resources with other targets.

Application

During the three years of Rutland Center National Outreach Project activities, target audiences and agencies (Step 1) have varied from the local special education coordinator and mental health center director to state special education directors and coordinators of mental health for children and youth. Current national targets are identified in Figure 7. Different sets of information about the Rutland Center-Developmental Therapy model have been developed for these targets and have been disseminated as indicated in Steps 2-6 of Figure 2.

This outreach project has "documented continued interest" and "program planning and design for targets" as indicated in Steps 7-7c in Figure 3. The specification of minimal target obligations to utilize the Rutland Center-Developmental Therapy model and receive outreach assistance (Step 7d) as determined by this outreach project are provided in Figure 8. Program planning and design for targets (Steps 7e-7g) was completed as indicated in Figure 3.

Figure 7

OUTREACH PROCESS MODEL

Step 1: Target Identification Example

Rutland Center National Outreach Project

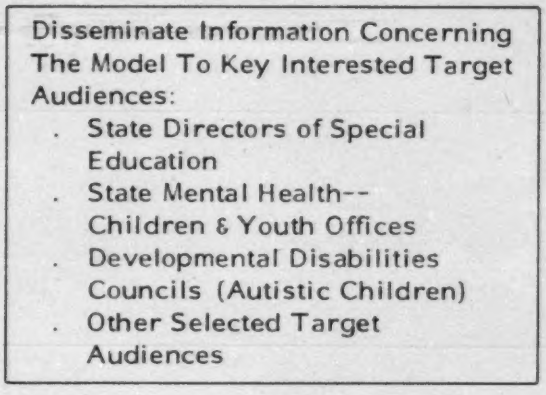

Disseminate Information Concerning The Model To Key Interested Target Audiences:
. State Directors of Special Education
. State Mental Health-- Children & Youth Offices
. Developmental Disabilities Councils (Autistic Children)
. Other Selected Target Audiences

Figure 8

OUTREACH PROCESS MODEL

Step 7d: Minimal Target Obligations Example

Rutland Center National Outreach Project

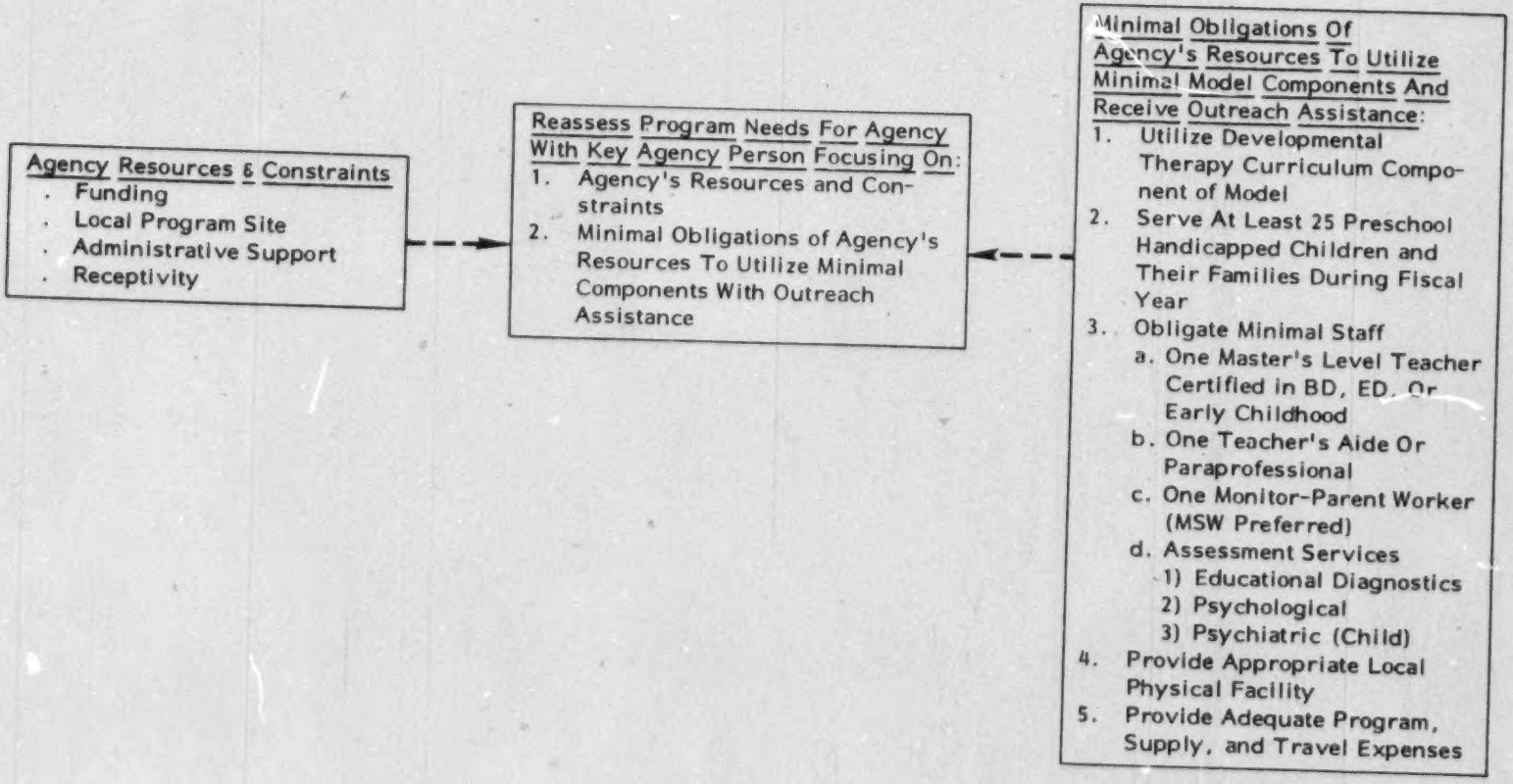
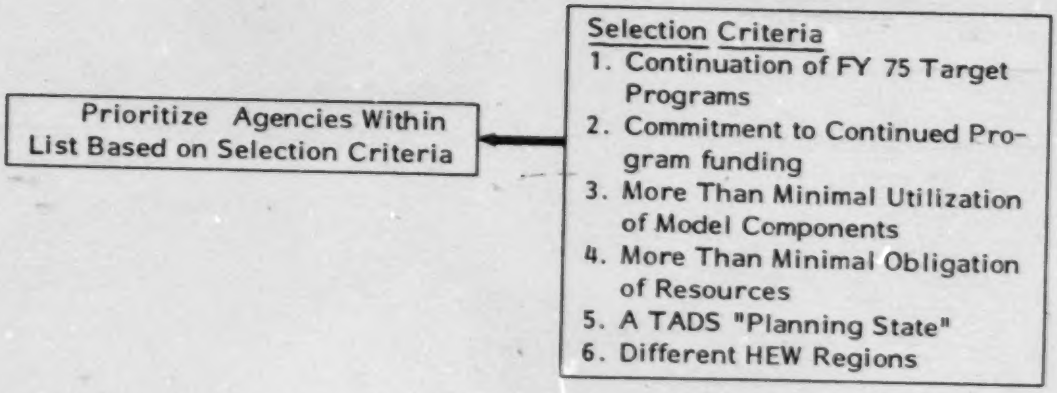

Agency Resources & Constraints
. Funding
. Local Program Site
. Administrative Support
. Receptivity
Reassess Program Needs For Agency With Key Agency Person Focusing On:
1. Agency's Resources and Constraints
2. Minimal Obligations of Agency's Resources To Utilize Minimal Components With Outreach Assistance
Minimal Obligations Of Agency's Resources To Utilize Minimal Model Components And Receive Outreach Assistance:
1. Utilize Developmental Therapy Curriculum Component of Model
2. Serve At Least 25 Preschool Handicapped Children and Their Families During Fiscal Year
3. Obligate Minimal Staff
a. One Master's Level Teacher Certified in BD, ED, Or Early Childhood
b. One Teacher's Aide Or Paraprofessional
c. One Monitor-Parent Worker (MSW Preferred)
d. Assessment Services
1) Educational Diagnostics
2) Psychological
3) Psychiatric (Child)
4. Provide Appropriate Local Physical Facility
5. Provide Adequate Program, Supply, and Travel Expenses

Figure 9

OUTREACH PROCESS MODEL

Step 9: Selection Criteria Example

Rutland Center National Outreach Project


Prioritize Agencies Within List Based on Selection Criteria
Selection Criteria
1. Continuation of FY 75 Target Programs
2. Commitment to Continued Program funding
3. More Than Minimal Utilization of Model Components
4. More Than Minimal Obligation of Resources
5. A TADS "Planning State"
6. Different HEW Regions

This outreach project implemented Steps 8, 10, and 12 of the program planning and design phase for outreach projects as indicated in Figure 4. Different selection criteria have been utilized for local, regional, state, and national targets (Step 9). The current selection criteria for national targets are contained in Figure 9. One example of a written agreement utilized by this outreach project (Step 11) is contained in Figure 10.

Figure 10
OUTREACH PROCESS MODEL
Step 11 Written Agreement Example
Rutland Center National Outreach Project

TARGET AGENCY: SAMPLE TARGET AGENCY:

Objectives	Planned Procedures	Measurable Results	Resources Used	Number Contacts
To serve approximately 25 emotionally handicapped preschool children (ages 2-8 years), their parents, and teachers utilizing the Rutland Center-Developmental Therapy Model and 5 full and part-time staff members during FY 76	1. Training for staff at model utilization sites	(Number staff trained)		
	a. Identification and referral	Number children referred	Materials (see Figure 9)	2 Days
	b. Intake and diagnostics	Number completed Intakes & Diagnostics		2 Days
	c. Treatment (Curriculum) Model	Number of Children Served and Progress made	Travel monies	14 Days
	d. School "Follow-through"	Number of teachers served		1 Day
	e. Parent Services	Number of Parents served	Personnel	1 Day
	f. Program Evaluation	Number of sets of treatment data collected		4 Days
To evaluate the quantity and quality of model utilization and of outreach assistance	2. Evaluation a. Of model utilization	Ratings Summaries	Materials	1 Day
	b. Of outreach assistance	Ratings Summaries	Travel monies Personnel	1 Day
To prepare an annual BEH report for the outreach office and other reports as necessary	3. Completion of forms by summarizing evaluation data	Completed forms	Correspondence--Personnel	1 Day

Estimated Total Agency Funds Obligated to this Effort: $ 45,000.00

Total Number of Seriously Handicapped Preschool Children (and Their Parents and Teachers) To Be Served By This Site and Its Stimulation of Other Sites: 25 per agency

William W. Swan, Ed.D.
Outreach Project Director

Appropriate Agency Official

The training phase (Steps 13-22) is based on the Rutland Center-Developmental Therapy training information contained in Figure 11, and additional efforts are currently being made to provide even more detailed modules for each component. This outreach project has provided outreach assistance in training as indicated in Steps 13-22 in Figure 5.

The program evaluation phase (beginning at Step 23) is structured by both the "Program Evaluation Site Visit Booklet" for evaluating the utilization of the Rutland Center-Developmental Therapy model components and the "Evaluation Form for Technical Assistance Services" for evaluating the outreach services provided. The written agreement is an integral part of the evaluation phase.

The Rutland Center National Outreach Project has developed, tested, and applied the outreach process model as an integral part of its local, regional, state, and national outreach activities during the past three years. Such efforts have resulted in the stimulation and subsequent continuation of thirty-four targets serving emotionally disturbed preschool children, their parents, and teachers in Georgia (Wood, 1972, 1975) and other states. The general time frame for the completion of Steps 1-26, based on this outreach project's experience, ranges from twelve to twenty-four months, averaging approximately sixteen months.

Figure 11
OUTREACH PROCESS MODEL
Steps 13-22 Example of Content
Rutland Center National Outreach Project

Model Components	Workshops-Topics	Materials	Audio-Visual Productions
1) Identification and Referral	-"A Child's Way of Asking"	-Chapter 3 (Referral and Intake Procedures) The Rutland Center Model for Treating Emotionally Disturbed Children "Special Help for Special Children" "Referral Form Checklist"	-"A Child's Way of Asking"
2) Intake and Diagnostics	-"Educational Assessments" "Psychological Assessments" "Staffing"	-Chapter 3 (Referral and Intake Procedures) The Rutland Center Model for Treating Emotionally Disturbed Children "Referral Form Checklist"	-None
	-"Parent Conferences"	-Chapter 7 (Services to Parents) The Rutland Center Model for Treating Emotionally Disturbed Children	-None
	-"Teacher Conferences"	-Chapter 6 (Field Services and Community Liaison) The Rutland Center Model for Treating Emotionally Disturbed Children	-None
3) Developmental Therapy Curriculum Model	-"Developmental Therapy Theory"	-Chapter 4 (Developmental Therapy) The Rutland Center Model for Treating Emotionally Disturbed Children -Chapter 1 (Developmental Therapy) Developmental Therapy	-"And A Child Grows" "Treatment Model Overview Growing Step-by-Step" "The Saga of a Troubled Child - A Mellow Drama"
	-"Curriculum by Objectives-DTORF Training"	-Chapter 4 (Developmental Therapy) The Rutland Center Model for Treating Emotionally Disturbed Children -Chapter 2 (Developmental Therapy Curriculum Objectives) Developmental Therapy	-None

Model Components	Workshops-Topics	Materials	Audio-Visual Productions
3) Developmental Therapy Curriculum Model (continued)	-"Setting up a Developmental Therapy Class"	-Chapter 5 (Implementing the Treatment Model) The Rutland Center Model for Treating Emotionally Disturbed Children	-"Video tapes on Stages"
	-"Materials and Activities- An Overview"	-Chapter 4 (Helping Children Grow With Materials and Activities) Developmental Therapy	-"Video tapes on Stages"
	-"Techniques and Methods- An Overview"	-Chapter 5 (Management Strategies and Verbal Techniques Which Bring Therapeutic Results) and Chapter 6 (Developing the Skills to be Effective Using Developmental Therapy) Developmental Therapy	-None
	-"Live-Space Interviews (LSI)"	-"Monitoring Format," Chapter 6, Developmental Therapy	-None
	-"Monitoring Skills and Process"	-LSI Materials, Chapter 5, Developmental Therapy	-None
	-"In Depth Study of Stage One of Developmental Therapy"	-Chapter 7 (The Stage One Class: Responding and Trusting) Developmental Therapy	-None
	-"In Depth Study of Stage Two of Developmental Therapy"	-Chapter 8 (The Stage Two Class: Where Children Learn Individual Skills) Developmental Therapy	-None
	-"In Depth Study of Stage Three of Developmental Therapy"	-Chapter 9 (The Stage Three Class Means Learning Group Participation) Developmental Therapy	-None

Model Components	Workshops-Topics	Materials	Audio-Visual Productions
3) Developmental Therapy Curriculum Model (continued)	-"In Depth Study of Stage Four of Developmental Therapy"	-Chapter 10 (The Stage Four Class Brings Satisfaction in Group Processes) Developmental Therapy	-None
	-"Developmental Music Therapy"	-Developmental Music Therapy Monograph -Developmental Music Therapy Curriculum Guide	"A Child Grows Through Music"
	-"Developmental Art Therapy"	-"Developmental Art Therapy-A Guide to Stages"	-None
4) School Followthrough	-"Teacher Services"	-Chapter 6 (Field Services and Community Liaison) The Rutland Center Model for Treating Emotionally Disturbed Children	-None
5) Parent Services	-"Parent Services"	-Chapter 7 (Services to Parents) The Rutland Center Model for Treating Emotionally Disturbed Children -"Rutland Center Parent Handbook" -"Developmental Therapy Objectives for Home Use"	-None
6) Program Evaluation	-"Program Evaluation"	-Chapter 2 (The Rutland Center Evaluation System) The Rutland Center Model for Treating Emotionally Disturbed Children -"An Evaluation System for a Psychoeducational Treatment Program for Emotionally Disturbed Children," Educational Technology, 1973.	-None

Model Components	Workshops-Topics	Materials	Audio-Visual Productions
6) Program Evaluation (continued)	-"Referral Form Checklist Training"	-"Referral Form Checklist and Associated Instruments"	-None
	-"Developmental Therapy Objectives Rating Form Training"	-"Developmental Therapy Objectives Rating Form and Associated Instruments"	-None
	-"Systematic Who-to-Whom Analysis Notation Training"	-"Systematic Who-to-Whom Analysis Notation and Associated Instruments"	-"Systematic Who-to-Whom Analysis Notation Training Tape"
	-"Data Systems"	"Demographic Data Coding, Monthly-Quarterly-Annual Reports"	-None

Implications

The outreach process model provides a generalizeable framework for assisting outreach projects in delivering effective outreach services to selected targets. Specific parameters for particular program models must be specified in Steps 1, 7d, 9, 11, 13, and 23 for the application of the outreach process model to a selected outreach effort.

The outreach process model encourages not only the specification of objectives and the selection of viable targets with compatible qualities but also the subsequent allocation of sufficient resources so that each outreach effort has a high probability of success. It provides for the focusing of energy, time, and attention on a specific work scope from which measurable results can be documented and related to distinct procedures. It facilitates the documentation and evaluation of an outreach project's efforts from which it would identify those things it accomplishes most effectively in terms of personnel with specific talents, materials with specific information, and a sensitivity to target needs and resources.

The experiences of this outreach project indicate that a project considering applying for outreach project funding should initiate its information dissemination efforts during the fall of its third demonstration year and that prior to this time an effort must be made to identify appropriate targets. Also an emphasis on information dissemination skills and program planning design skills on the part of outreach projects will enhance the effectiveness of the outreach assistance provided to selected targets.

The outreach process model is sufficiently specific to determine a framework for planning, providing, and evaluating outreach assistance services and sufficiently flexible for adjusting to the appropriate motivation and needs of each target selected for services.

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